



## Anderson 4 School District

P. O. Box 545  
Pendleton, SC 29670

<b>Grades</b>	PK-12 District	
<b>Enrollment</b>	2,878 Students	
<b>Superintendent</b>	Dr. Lee D'Andrea	864-403-2000
<b>Board Chair</b>	Dr. Marty Williams	864-403-2000

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Good</b>	<b>Excellent*</b>
2009	Average	At-Risk
2008	Average	Average
2007	Average	Average
2006	Average	Average

\* The District's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

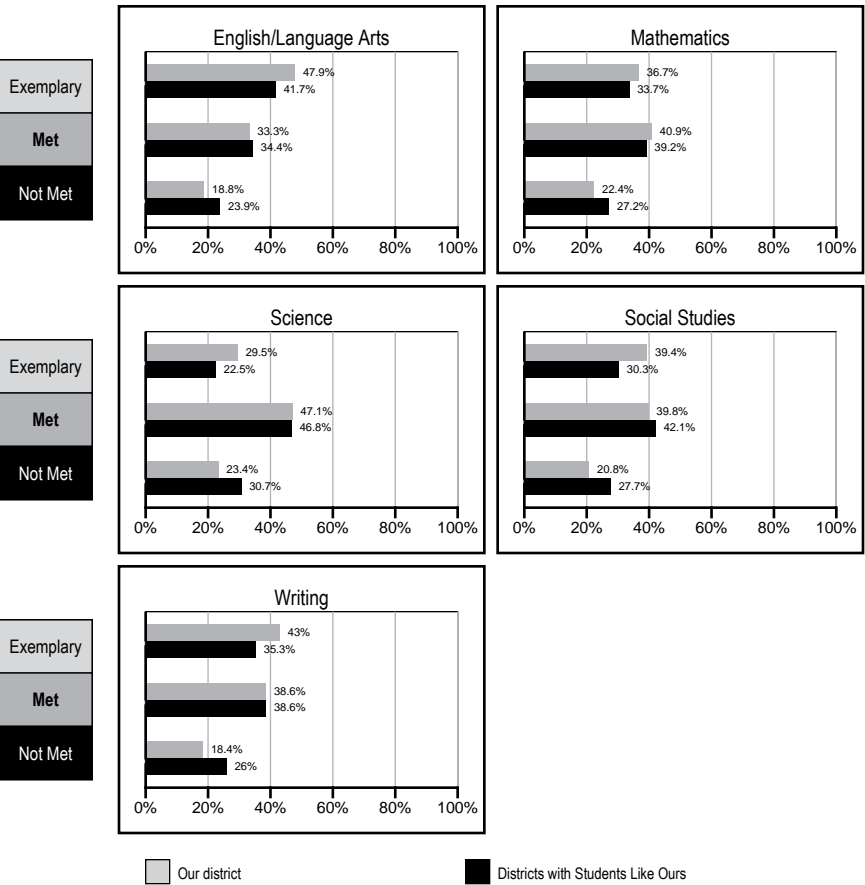
97.4%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	7	13	1	0

\* Ratings are calculated with data available by 03/24/2011.

Palmetto Assessment of State Standards (PASS)



\* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed both subtests	89.7%	80.4%	84.6%	84.1%	78.4%	80.2%
Passed one subtest	10.3%	9.8%	9.6%	9.2%	11.6%	10.6%
Passed no subtests	N/A	9.8%	5.8%	7.2%	10.0%	9.2%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	74.7%	80.2%
English 1	77.4%	75.2%
Physical Science	64.3%	59.3%
US History and the Constitution	47.9%	45.2%
All Subjects	66.9%	65.8%

Abbreviations for Missing Data

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
<b>Students (n=2,878)</b>				
First graders who attended full-day kindergarten	98.2%	Down from 98.7%	98.3%	99.5%
Retention rate	1.8%	Down from 2.5%	1.8%	2.3%
Attendance rate	99.0%	Up from 96.0%	95.9%	95.8%
Eligible for gifted and talented	17.4%	Up from 12.9%	17.0%	14.3%
With disabilities other than speech	11.1%	Down from 11.8%	9.9%	10.5%
Older than usual for grade	3.2%	Up from 3.0%	3.4%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Up from 0.3%	0.7%	0.7%
Enrolled in AP/IB programs	18.0%	Up from 16.1%	17.3%	12.1%
Successful on AP/IB exams	33.8%	Down from 37.4%	51.5%	50.0%
Eligible for LIFE Scholarship	55.8%	Up from 29.9%	38.7%	31.4%
Enrolled in adult education GED or diploma programs	28	Up from 18	42	47
Completions in adult education GED or diploma programs	3	Down from 7	36	29
Annual dropout rate	5.7%	Up from 4.7%	3.2%	3.1%
<b>Teachers (n=201)</b>				
Teachers with advanced degrees	57.2%	Up from 56.5%	59.9%	58.8%
Continuing contract teachers	87.6%	Up from 84.1%	84.8%	81.5%
Teachers with emergency or provisional certificates	0.6%	Up from 0.0%	2.9%	4.0%
Teachers returning from previous year	89.2%	Up from 88.7%	91.3%	89.3%
Teacher attendance rate	96.0%	Up from 95.5%	95.7%	95.3%
Average teacher salary*	\$47,617	Up 2.9%	\$47,842	\$46,618
Vacancies for more than nine weeks	0.0%	No Change	0.1%	0.2%
Professional development days/teacher	8.4 days	Up from 7.1 days	11.8 days	12.6 days
<b>District</b>				
Superintendent's years at district	1.0	No Change	3.0	3.0
Student-teacher ratio in core subjects	20.1 to 1	Down from 20.6 to 1	21.7 to 1	20.9 to 1
Prime instructional time	95.0%	Up from 91.5%	90.7%	89.9%
Dollars spent per pupil**	\$9,694	Down 1.6%	\$8,790	\$9,364
Percent of expenditures for teacher salaries**	55.7%	Down from 56.0%	56.3%	53.3%
Percent of expenditures for instruction**	57.9%	Down from 58.6%	58.6%	56.3%
Opportunities in the arts	Good	Down from Excellent	Excellent	Excellent
Number of schools	6	No Change	13	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	Down from 0.9%	3.8%	2.4%
Average age in years of school facilities	17 Years	Up from 16 Years	25 Years	27 Years
Number of schools with SACS accreditation	6.0	No Change	13.0	8.0
Parents attending conferences	94.8%	Down from 97.7%	96.7%	97.1%
Average administrator salary	\$82,595	No Change	\$79,144	\$79,261

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	180	96.1%	881	66.9%	213	76.5%	N/A
<b>Gender</b>							
Male	88	95.5%	489	64.6%	107	69.2%	N/A
Female	92	96.7%	392	69.6%	106	84.0%	N/A
<b>Racial/Ethnic Group</b>							
White	137	96.4%	665	69.8%	166	73.5%	N/A
African American	37	94.6%	183	55.2%	41	85.4%	N/A
Asian/Pacific Islander	N/A	N/A	20	65.0%	N/A	N/A	N/A
Hispanic	N/A	N/A	13	84.6%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	17	88.2%	112	36.6%	22	50.0%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	11	36.4%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	79	94.9%	427	59.0%	91	69.2%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2010

	Our District	Districts with Students Like Ours
Percent	96.1%	91.2%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	216	213	896	924
Number of Graduates in Cohort	180	163	647	647
Rate	83.3%	76.5%	75.7%	71.9%

\*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2009	2010	2009	2010	2009	2010	2009	2010		
District	501	495	526	505	486	467	1512	1467		
State	482	482	496	496	467	465	1445	1443		
Nation	496	498	510	511	487	488	1493	1497		
ACT	English		Math		Reading		Science		Total	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
District	19.3	20.7	20.2	21.6	20.4	21.7	20.4	22.4	20.1	21.7
State	18.9	18.8	19.9	20.0	19.7	19.7	19.7	19.9	19.7	19.7
Nation	20.6	20.5	21.0	21.0	21.4	21.3	20.9	20.9	21.1	21.0

Abbreviations for Missing Data

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**School District Governance**

Board Membership	5 trustees elected to single-member seats
Fiscal Authority	District Board/County Board/Referendum
Average Number of Hours of Training Annually	19.2 per board member
Percent New Trustees Completing Orientation	100.0%

**District Superintendent's Report**

The 2009-2010 school year validated Anderson School District Four's commitment to providing Every Opportunity for Every Learner to Achieve! From the interactive digital learning environment to the arts and sports, our students took center stage, bringing pride home to our community. Efforts intensified in defining a culture that teaches and reinforces creativity and discovery, cultural and ethnic diversity, strong interpersonal skills, peaceful problem solving, and self-discipline and independence, as well as cooperation and teamwork – all skills of tomorrow's workforce. Together, both student and community moved in unison in preparation for life in the 21st century.

Specific moments of celebration included: Receiving District Accreditation from the AdvancED Accreditation Commission, the national commission that confers the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) accreditation seal; posting a jump of 10 points up from 81% last year to 91% AYP this year in compliance for the 2009 Adequate Yearly Progress (AYP) report (Pendleton Elementary met AYP for the first time since 2005; La France Elementary met AYP and avoided becoming a School of Choice; Mount Lebanon Elementary met AYP for the second consecutive time; Townville Elementary met AYP for the seventh consecutive time; Riverside Middle posted a 24% improvement gain by meeting 20 out of 21 objectives; and Pendleton High met AYP for its graduation rate (83.3%) for the first time since 2005); out-scoring the state average in "met" and "exemplary" categories in 95% of the tested areas on the 2009 administration of South Carolina's Palmetto Assessment of State Standards (PASS) tests; Townville Elementary School being honored as one of three elementary schools in South Carolina to be named a National Distinguished Title I School for Student Achievement; Pendleton High being named one of the top high schools in the country by U.S. News & World Report; La France Elementary School's archery team taking state honors at the Palmetto Sportsmen Classic; Pendleton High's Pride of Pendleton Band winning the 2009 SCBDA State Marching Band Championship; Girls' Cross Country taking runner-up in the state 1A/2A championship; and FFA Chapter winning 7 state championship titles, which set a new state record previously held since 1928; unveiling of the district's new website, PowerSchool's parent portal, and Edulink emergency notification system; and the class of 2010 earning \$2,135,972.00 in scholarship awards.

The 2009-2010 year will also be known for the tough economic times public education continues to face in South Carolina as severe and repeated budget cuts result in 1995 funding levels, a historic low. While this funding landscape has forced us to rethink program offerings, no employees lost jobs, related arts offerings continue, and the commitment to quality instruction has strengthened. We believe our children's education must be first. Our students must be prepared for global opportunities to compete on the world stage. The future is now!

Dr. Lee D'Andrea , Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

This district met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

N/A

Number of students in their first year of US school.

0

Title I Schools' School Improvement Status

The Anderson 4 School District consists of 6 public schools with 0 of these schools, or 0%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	1290	99.8	18.8	33.3	47.9	88.8	83.5	Yes	Yes
<b>Gender</b>									
Male	683	99.7	21.7	33.7	44.6	87	80.1	N/A	N/A
Female	607	100	15.6	32.9	51.5	90.8	87	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	994	99.9	13.8	31.8	54.4	92.2	89.6	Yes	Yes
African American	261	99.6	35.7	40.5	23.8	77.4	74.6	Yes	Yes
Asian/Pacific Islander	16	100	26.7	20	53.3	80	92.7	I/S	I/S
Hispanic	18	100	38.9	27.8	33.3	77.8	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
<b>Disability Status</b>									
Disabled	202	99.5	50.3	28.6	21.2	63	51.7	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	13	100	58.3	41.7	0	58.3	79	I/S	I/S
<b>Socio-Economic Status</b>									
Subsidized meals	693	100	24.8	37.5	37.7	85.1	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	1290	99.8	22.3	41.4	36.3	87.5	80.4	Yes	Yes
<b>Gender</b>									
Male	683	99.7	23.4	40.1	36.5	86.4	78.4	N/A	N/A
Female	607	100	21	42.9	36.1	88.6	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	994	100	18.7	39.8	41.5	89.6	87.8	Yes	Yes
African American	261	99.2	35.1	49.4	15.5	80.5	69.3	Yes	Yes
Asian/Pacific Islander	16	100	13.3	33.3	53.3	93.3	93.5	I/S	I/S
Hispanic	18	100	38.9	22.2	38.9	66.7	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
<b>Disability Status</b>									
Disabled	202	99.5	55.9	30.3	13.8	62.2	46.1	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	13	100	58.3	33.3	8.3	58.3	78.9	I/S	I/S
<b>Socio-Economic Status</b>									
Subsidized meals	693	100	29.5	45.1	25.4	82.5	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>							
All Students	865	99.7	23	47.3	29.6	77	67.3
<b>Gender</b>							
Male	461	99.6	22.2	45	32.8	77.8	66.9
Female	404	99.8	23.9	50	26.1	76.1	67.7
<b>Racial/Ethnic Group</b>							
White	668	99.7	17.4	49	33.6	82.6	79.6
African American	175	99.4	40	45.9	14.1	60	49.7
Asian/Pacific Islander	11	100	40	20	40	60	84.4
Hispanic	10	I/S	I/S	I/S	I/S	I/S	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	69.5
<b>Disability Status</b>							
Disabled	132	98.5	52.5	35	12.5	47.5	33.8
<b>Migrant Status</b>							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	36.5
<b>Limited English Proficient</b>							
Limited English	11	100	90	0	10	10	58.6
<b>Socio-Economic Status</b>							
Subsidized meals	461	99.6	32.6	46.4	20.9	67.4	55.4

**Social Studies**

All Students	857	100	20.8	40.5	38.7	79.2	70.9
<b>Gender</b>							
Male	442	100	20.5	36.6	42.9	79.5	70.1
Female	415	100	21.1	44.7	34.2	78.9	71.7
<b>Racial/Ethnic Group</b>							
White	664	100	17.2	39.2	43.6	82.8	79.2
African American	170	100	34.8	46.3	18.9	65.2	58.4
Asian/Pacific Islander	11	100	18.2	36.4	45.5	81.8	86.8
Hispanic	11	100	18.2	36.4	45.5	81.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>							
Disabled	140	100	45.4	38.5	16.2	54.6	39.3
<b>Migrant Status</b>							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	55
<b>Limited English Proficient</b>							
Limited English	5	I/S	I/S	I/S	I/S	I/S	68
<b>Socio-Economic Status</b>							
Subsidized meals	465	100	28.6	45.7	25.7	71.4	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	1282	98.6	18.4	38.7	43	81.6	72.1	99.9	96.3
Gender									
Male	679	97.8	22	40.5	37.5	78	65.2	99.9	96.2
Female	603	99.5	14.3	36.7	49	85.7	79.2	99.9	96.4
Racial/Ethnic Group									
White	987	98.8	14.7	38	47.3	85.3	80.8	99.9	96.1
African American	258	98.1	30.6	44.1	25.3	69.4	59.7	99.9	96.4
Asian/Pacific Islander	16	100	20	6.7	73.3	80	87	99.9	97.5
Hispanic	20	95	38.9	27.8	33.3	61.1	64.6	99.9	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	73.4	99.9	95
Disability Status									
Disabled	196	92.9	58	33.3	8.6	42	27.7	99.9	95.4
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	63.5	N/A	96
Limited English Proficient									
Limited English	15	93.3	75	16.7	8.3	25	63.7	99.9	97
Socio-Economic Status									
Subsidized meals	683	98.4	25.5	40.7	33.8	74.5	61.9	99.9	95.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	222	100	16.4	29.7	53.9	83.6
	4	225	100	13.1	40.7	46.3	86.9
	5	210	100	14.7	47.7	37.6	85.3
	6	217	99.5	15.9	40.1	44	84.1
	7	213	100	26.7	40.1	33.2	73.3
	8	230	100	26.4	43.2	30.5	73.6
2010	3	212	100	12.1	17.5	70.4	87.9
	4	226	99.6	15.6	35.4	49.1	84.4
	5	223	100	15.6	41.7	42.7	84.4
	6	199	99.5	20.9	40.8	38.2	79.1
	7	210	100	20.9	31.6	47.6	79.1
	8	218	100	27.6	33.3	39	72.4
Mathematics							
2009	3	222	100	21.5	36.1	42.5	78.5
	4	225	100	15	50.5	34.6	85
	5	210	100	27.9	44.2	27.9	72.1
	6	217	99.5	15.5	49.8	34.8	84.5
	7	213	99.5	25.9	43.8	30.3	74.1
	8	230	100	26.4	45	28.6	73.6
2010	3	212	100	19.9	32.5	47.6	80.1
	4	226	100	16	39.6	44.3	84
	5	223	100	24.3	41.3	34.4	75.7
	6	199	99.5	18.3	47.1	34.6	81.7
	7	210	100	21.8	43.7	34.5	78.2
	8	218	100	32.9	44.8	22.4	67.1
Science							
2009	3	114	100	25.2	46.8	27.9	74.8
	4	225	100	26.2	60.7	13.1	73.8
	5	106	100	28	59	13	72
	6	110	100	13.3	64.8	21.9	86.7
	7	213	99.5	20.9	56.2	22.9	79.1
	8	116	100	24.5	44.5	30.9	75.5
2010	3	107	99.1	30.4	34.3	35.3	69.6
	4	223	99.6	23.1	52.4	24.5	76.9
	5	114	99.1	26.4	48.2	25.5	73.6
	6	99	100	38.5	45.8	15.6	61.5
	7	210	100	13.1	51.5	35.4	86.9
	8	111	100	16.8	43	40.2	83.2

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	111	100	19.8	31.5	48.6	80.2
	4	224	100	12.7	50.2	37.1	87.3
	5	104	100	20.6	40.2	39.2	79.4
	6	107	100	15.5	57.3	27.2	84.5
	7	213	99.5	37.3	31.8	30.8	62.7
	8	114	100	24.5	38.2	37.3	75.5
2010	3	106	100	14.4	45.2	40.4	85.6
	4	225	100	15.2	42.2	42.7	84.8
	5	109	100	32.7	37.4	29.9	67.3
	6	100	100	16.7	44.8	38.5	83.3
	7	209	100	24.4	38	37.6	75.6
	8	107	100	23.3	35.9	40.8	76.7
Writing							
2009	3	221	98.2	19.5	24.7	55.8	80.5
	4	226	98.7	22.9	42.1	35	77.1
	5	210	99.1	17.1	40.7	42.2	82.9
	6	215	98.1	17.6	45.9	36.6	82.4
	7	211	100	24.6	40.9	34.5	75.4
	8	228	100	28.6	41.4	30	71.4
2010	3	212	99.1	17.6	28.9	53.4	82.4
	4	227	97.4	19.8	30.9	49.3	80.2
	5	222	98.2	16.8	38.3	44.9	83.2
	6	198	98.5	18	43.9	38.1	82
	7	210	99.1	18.6	38.2	43.1	81.4
	8	213	99.5	19.2	51.9	28.8	80.8

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

**HSAP Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)**

All Students	209	99	6.9	34.5	32.5	26.1	71.4	65.9	Yes	Yes
Male	115	98.3	8.9	34.8	30.4	25.9	68.8	60.8	N/A	N/A
Female	94	100	4.4	34.1	35.2	26.4	74.7	71	N/A	N/A
White	169	98.8	3.1	32.5	33.7	30.7	77.3	77.5	Yes	Yes
African American	35	100	22.9	45.7	28.6	2.9	45.7	49.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	56.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	65.9	I/S	I/S
Disabled	24	100	20.8	54.2	12.5	12.5	41.7	21.3	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	86	98.8	12	39.8	32.5	15.7	63.9	51.5	Yes	Yes

**Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)**

All Students	209	99	13.3	27.1	31.5	28.1	72.4	62.3	Yes	Yes
Male	115	99.1	13.3	26.5	28.3	31.9	73.5	61.7	N/A	N/A
Female	94	98.9	13.3	27.8	35.6	23.3	71.1	63	N/A	N/A
White	169	98.8	8.6	27	32.5	31.9	77.9	75	Yes	Yes
African American	35	100	31.4	31.4	28.6	8.6	48.6	44	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	56.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	62.5	I/S	I/S
Disabled	24	100	41.7	29.2	16.7	12.5	41.7	22.1	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	I/S	52.6	I/S	I/S
Subsidized meals	86	98.8	26.5	24.1	30.1	19.3	61.4	48.1	Yes	Yes

**Physical Science (End-of-Course Performance by Group)**

All Students	205	97.1	48.2	25.6	13.1	13.1	N/A	N/A	N/A	N/A
Male	111	95.5	44.3	25.5	15.1	15.1	N/A	N/A	N/A	N/A
Female	94	98.9	52.7	25.8	10.8	10.8	N/A	N/A	N/A	N/A
White	165	96.4	43.4	26.4	15.1	15.1	N/A	N/A	N/A	N/A
African American	35	100.0	71.4	22.9	2.9	2.9	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	4	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	20	95.0	78.9	21.1	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	83	95.2	58.2	26.6	10.1	5.1	N/A	N/A	N/A	N/A

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2009	219	99.5	13	30.4	32.4	24.2	67.6	61.8
	2010	209	99	6.9	34.5	32.5	26.1	71.4	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2009	219	99.5	14.5	29	22.7	33.8	71.5	62.7
	2010	209	99	13.3	27.1	31.5	28.1	72.4	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate, grades K-8	99.0%	94.0%*	Yes

\* Or greater than last year  
\*\* Adjusted to account for natural variation in performance.